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A basic assumption of this guide is that Mexican American contributions to American culture have gone relatively unnoticed because of lack of recognition by both Mexican Americans and Anglo Americans. In an effort to aid in bringing about greater understanding, various suggestions are offered with the hope that teachers will supplement and improve the curriculum. Basic objectives of the study guide are: (1) to inform students of the rich cultural heritage of the Spanish and Mexican in Southwestern United States; (2) to study the forces that led to Mexican immigration; (3) to develop an understanding of problems due to cultural differences; (4) to recognize Mexican American contributions to society; (5) to make available resources for enrichment or further study of the role of Mexican Americans; and (6) to try to create a better understanding among all peoples. A sample unit emphasizes the reasons for Mexican American immigration, immigration controls, problems encountered by immigrants, their contributions to American culture, and their role in recent wars. Various appendices illustrating the sample unit are included. (CM)

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A Supplementary Unit for Use in Teaching
United States History -2
and
United States History 8th

(San Diego Project--Elementary and Secondary Education Act)

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San Diego, California
1966

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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At the Request
of
Curriculum Services Division Council

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San Diego, California
1966
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PREFACE

This publication, The Role of the Mexican-American, has been developed primarily to be used as a supplement to the San Diego City Schools teaching guides entitled A Guide for the Teaching of United States History 1-2, Grade XI and A Guide for the Teaching of United States History, Grade 8. It was written at the request of the personnel in the secondary schools involved in compensatory education.

The State Education code, Sections 7604 and 7700, prescribes that a study of the role and contributions of the American Negro and other ethnic minority groups "be an integrated part of the required courses in the history of the United States and California."

An effort has been made to make this study an integral part of units already being taught in the San Diego City Schools. The material contained in this guide is to be used in eleventh grade United States History -2 and the second semester of eighth grade United States History. Resource materials and suggestions for their use have been included for the purpose of making it possible to emphasize the role of the Mexican-American without creating an additional or separate unit.

Lack of past demand for source materials on the Mexican-American has created a dearth of such materials suitable for school use. An accompanying resource information publication entitled Understanding the Mexican-American in Today's Culture has been provided by the San Diego City Schools in order to offer some basic background material necessary to better understanding the Mexican-American and to aid in implementing this study.

The aim of this work, however, is to provide an avenue now by which the role of the Mexican-American can be taught in the schools, even though there are limitations imposed by lack of resource materials.

This publication was prepared during the summer curriculum writing workshop under the pressure of time, and has not, therefore, been carefully edited. Teachers are encouraged to write recommendations for further changes.

Wm. H. Stegeman

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CONTENTS

INTRODUCTION 1

Overview 1
Objectives 1

A SAMPLE UNIT: "IMMIGRATION--ROLE IN A GROWING AMERICA" 2

Introduction 2
Reasons for Immigrating--Social, Political, and Economic Unrest . . 3
Reasons for Immigration--U. S. Labor Demands 5
Immigration Controls 7
Problems of the Immigrant and the Mexican-American 9
Contributions to American Culture 12
The Mexican-American Role in Recent Wars 14

APPENDICES 16

A. Graph Showing Mexican Immigration to the United States, 1900-1965 17
B. Graph Showing Total Immigration to the United States 18
C. Resource Information and Resource Speakers 19
D. Audio-Visual Aids 20
E. Congressional Medals of Honor Awarded Mexican-American Servicemen, World War II and Korea 21

INTRODUCTION

OVERVIEW

The Mexican-American has made many contributions to American culture. Many times the recognition of these contributions has been obscured by lack of awareness by both the Mexican-American and his Anglo-American counterpart. Mutual understanding is important if we are to achieve the goals of democracy. How can we persuade the rest of the world that our democratic way of life fulfills the goals and aspiration of all peoples if we deny these ideals to segments of our own people? The front lines in the struggle between communism and democracy are not in Europe, Asia or Latin America. They are right here in every city, town, and hamlet in America.

This guide is merely one of many ways that may be used to aid in bringing about greater understanding. It is the hope that this work will serve as a guide or direction. The suggestions given are presented with the hope that the teacher will supplement and improve the original offering.

OBJECTIVES

Some basic objectives of this study are to:

-Help the student acquire a knowledge of the rich cultural heritage of the Spanish and the Mexican in Southwestern United States.

-Enable each student to understand the forces that led to immigration of the Mexican to the United States.

-Develop a comprehension of the problems of assimilation encountered by the Mexican immigrant because of his different cultural background.

-Foster understandings regarding problems encountered by the children of the Mexican immigrant and subsequent generations.

-Aid the student in realizing the many contributions made by the Mexican and the Mexican-American to society.

-Make available resources for enrichment or further study of the role of the Mexican-American in our American society.

-Create a realization that our democratic ideals call for a better understanding among all our peoples, regardless of race, color, or creed.

A SAMPLE UNIT: "IMMIGRATION—ROLE IN A GROWING AMERICA"

INTRODUCTION

This material is to be used in conjunction with Unit 4 in eleventh grade and Unit 5 in eighth grade.

Specific Purpose:

To introduce the unit on immigration with emphasis on Mexican immigration.

References:

A Guide for Teaching United States History, Grade XI
A Guide for Teaching United States History, Grade 8

Suggested Activities:

Background information:

- -Call the attention of the class to the fact that we have many immigrants here in San Diego.
- -Give emphasis to the influence of the Mexican in San Diego (Spanish names, historical sites and background, etc.) as covered in previous units.

Ancestoral map project:

- -Have students guess at the number of countries represented in the ancestoral background of students in the class.
- -Ask students to submit countries indicative of the ancestoral background of one or both parents. (Note: Personal circumstances of some students make it desirable that this assignment be voluntary.)
- -Discuss the implications of this survey to emphasize the point that this country is made up of people from many lands. Stress the idea of the importance of unity and the feeling of brotherhood necessary to foster our democratic ideals.

Graph interpretation:

- -Refer eleventh grade students to the graphs on page 530 in Muzzey-Link, Our American Republic, showing where and when immigrants came to this country.
- -Ask students to draw their conclusions regarding the influence immigration has had on present-day America.

Student project:

-Have students look up the ancestoral origin of famous Americans in the entertainment field, politics, sports, science, etc.; have students present their reports before the class.

-As each student reports, identify the countries on a map.

-Discuss implications of various backgrounds to present-day America.

REASONS FOR IMMIGRATING--SOCIAL, POLITICAL, AND ECONOMIC UNREST

Specific Purpose:

To show the forces that caused immigration to America, with emphasis on Mexican immigration.

References:

Guides: A Guide for Teaching United States History 1-2, Grade XI
A Guide for Teaching United States History, Grade 8

Texts: Bragdon, McCutchen, History of a Free People, pp. 321-22.
Muzzey-Link, Our American Republic, pp. 269-70.
Casner, et al, Story of the American Nation, pp. 92-94, 377, 532-37.

Resource Information:

Immigrants came to the country for a variety of reasons. Some of the basic reasons are:

-Political unrest in home country.

Revolutionary activity caused people to leave. (Example: The unsuccessful revolutions that occurred in Europe during the 1880's.)

During revolutionary activities in Mexico, especially the revolution of 1910, people who backed the losing side in the revolutions fled the country. Those whose liberal views were inconsistent with the current political thought also left.

-Economic problems in home country.

In the eighteenth and early nineteenth century, many paupers were shipped to America by European nations to relieve the burden of maintaining them in their home country.

The impact of the Industrial Revolution caused many skilled craftsmen, agricultural workers, and industrial workers to lose their means of livelihood.

Agricultural crises such as the potato famine in Ireland caused migration. People looking for better jobs and a higher standard of living left their homeland.

There was a need for labor in America to develop agriculture and industry.

-Social ills in home country.

Opportunities in America made it possible to elevate one's social standing, which was in contrast to the rigid class consciousness of Europe.

These basic reasons were also the reasons that caused the migrations of many Mexicans to the United States. The revolutionary unrest between 1910 and 1917 caused a great influx of Mexican immigrants to the United States, including many whose political fortunes had been allied with the losing factions.

The hope of social and economic improvement gave impetus to further waves of immigration. Many came to the United States illegally to work in hopes of financial reward. These illegal entrants were called "wetbacks" because they often had to cross the Rio Grande and emerge wet on the American side of the border.

Increased demands for agricultural workers in America placed the initiative for Mexican immigration on the American side of the border. The resultant Bracero Program was an indication of this need. The agreement between the two governments included administrative procedures to be followed on both sides of the border as well as requisites for working conditions, housing, pay scale, etc. The word "bracero" comes from the Spanish word "brazo" (or arm). The symbolism involved is the extending of arms across the border to offer aid in a crisis (shortage of labor). Now that the Bracero Program is at an end, many Mexicans have migrated to the United States, lured by better employment or the promise of a job assured by an American employer. This influx is particularly felt in the southeastern section of San Diego and has changed many neighborhood social and cultural patterns.

Suggested Activities:

Brainstorming technique:

-Place on the chalkboard, "List the reasons why immigrants came to this country." Allow students 5-7 minutes to jot down their reasons.

-Then ask students to volunteer their answers. Student (or teacher) will write them on the board and discussion will follow on reasons presented. Attempt to group each in a logical over-all heading, such as political, social, and economic reasons.

-Correlate these reasons with the causes for migration from Mexico.

Panel discussion:

-Assign a panel of students to present reasons why people have migrated to the United States. Have them submit a list of the reasons that were approved by the group. This could be accomplished either during class time or as an outside assignment.

-Proceed as under "Brainstorming technique" with discussion of the relative merits of each reason given.

Class assignment:

-Have students make a list of the reasons why people from other countries migrated to the United States and discuss these reasons.

Graph interpretation:

-Assign a student in each U. S. History class (a few days prior to this unit) to make a copy of "Graph Showing Mexican Immigration to the United States--1900-1965" (Appendix A). Use large-size paper so that the chart may be seen from any part of the room.

-Discuss the reasons for Mexican migration into the United States.

-Discuss absence of information prior to 1900. Absence of any imigration records on crossings between the United States and Mexico makes an accurate presentation impossible.

REASONS FOR IMMIGRATION--U. S. LABOR DEMANDS

Specific Purpose:

To illustrate how the United States needed labor to develop a great nation, and how this demand opened up avenues of opportunity and hope for a better life for the immigrant. The role of the Mexican immigrant will be emphasized.

References:

Guides: A Guide for Teaching United States History 1-2, Grade XI.
A Guide for Teaching United States History, Grade 8.

Texts: Bragdon-McCutchen, History of a Free People, pp. 321-22, 329-31.
Muzzey-Link, Our American Republic, pp. 269-71, 359, 404-12, 681.
Casner, et al, Story of the American Nation, pp. 372-37.

Resource Information:

An ever-expanding industrial nation requires an adequate labor force. Immigrants came to this country to fill that need. The hope for a better life was a lure that brought many to the United States. Immigrants wrote back to the "old country" picturing America as a "paradise." America offered higher wages, free homesteads, religious and political freedom, civil liberties, and a departure from a ruling class system. For some it became a reality; to others it was never realized. These immigrants provided a source of cheap labor, and they were subject to exploitation because they were foreigners.

Mexican immigration was given impetus by revolutionary unrest in 1910. More movement was caused by labor shortages in the Southwest due to (1) lack of cheap Oriental labor because of the Chinese Exclusion Act of 1882 and the "Gentleman's Agreement" of 1907, which practically halted Japanese immigration to America, (2) labor shortages caused by World War I, (3) another big

demand for Mexican labor during World War II. Many Mexican citizens crossed the border illegally in order to avoid necessary red tape.

In 1942 the Mexican and American governments instituted the Bracero Program. Bracero labor could not be used if American workers were available. As previously stated, the Bracero Program was phased out in 1964. San Diego and Imperial Counties relied heavily on Bracero labor to harvest such crops as tomatoes, lettuce, melons, celery, strawberries, sugar beets, etc. Not all Mexican migration was centered in the Southwest. Many settled in the Middle West and northeastern parts of the United States and engaged in non-agricultural pursuits. For example, some settled in Kansas, Pennsylvania and Missouri and worked in factories, mines, and mills.

The nearness of the Mexican border made it possible for the Mexican immigrant to return to his country if he so desired. This was in contrast to other immigrants who had an ocean between them and home. Indeed, many came to America with the idea of returning to their homeland. As long as this thought was entertained, it impeded acculturation into American society.

Suggested Activities:

Discussion:

-The following eleventh-grade text references could be used for background: Bragdon-McCutchen, pp. 321-22, or Muzzey-Link, pp. 404-6. The following eighth-grade text reference could also be used: Casner, pp. 532-34.

-Give emphasis by discussion to the following points:

The need for human labor in industry and agriculture in the early stages of the Industrial Revolution.

The areas that required this labor: industry—railroads, mining, steel mills, textiles, and lumber; agriculture—wheat, corn, cotton, and truck farming.

Hours were long and the work was hard, but work was available and pay in America was higher than in the immigrant's native land.

Hope for in the opportunity to improve one's economic and social standards, plus religious and political freedom, made America attractive to the immigrant.

Not all immigrants were able to realize the "American dream."

Report and discussion:

-Assign reading above to a student in order that he can make an oral report to the class and follow up with discussion.

Teacher activities:

-Explain how an acute labor shortage in America during World War II was met in part by the use of temporary labor--the Bracero Program. Relate it to San Diego and Imperial Counties.

-Show on the immigration graph titled "Graph Showing Mexican Immigration to the United States--1900-1965," (Appendix A), how immigration from Mexico increased in proportion to the increased labor demands. (Note: If transparency is not available for overhead projector, place chart on chalkboard or assign student to make a chart on wrapping paper.)

-Call attention to the fact that unemployment in the 1930's had an opposite effect on Mexican immigration.

-Explain that braceros were not included in this graph, for they were classified as temporary workers, not immigrants.

IMMIGRATION CONTROLS

Specific Purpose:

To show how adverse conditions in the United States and restrictions on immigration affected the migration of people to the United States.

References:

Guides: A Guide for Teaching United States History 1-2, Grade XI.
A Guide for Teaching United States History, Grade 8.

Texts: Bragdon-McCutchen, History of a Free People, pp. 560-61, 681.
Muzzey-Link, Our American Republic, pp. 529-31, 681.
Casner, et al, Story of the American Nation, pp. 377, 535, 700, (graphs).

Resource Information:

Textbooks contain information on immigration restrictions and laws; however, it might be noted that Western Hemisphere nations have been exempt from the quota system. In 1963 a change was made in implementation that tightened up the immigration requirements for Mexican immigrants only. This specified that not only must assurance of employment be verified, but also the job offer had to be cleared through the Department of Labor. The Department would give approval only if it were found that the job could not be filled by American workers and that such employment would not adversely affect the American worker's wages or working conditions.

Suggested Activities:

Discussion:

-The following eleventh-grade text references could be used for background: Bragdon-McCutchen, pp. 560-1, or Muzzey-Link, pp. 529-31. The following eighth-grade text reference could also be used: Casner, pp. 535, 552-53, 555.

-Give emphasis to the following ideas:

Immigrants become a source of cheap labor.

Labor unions felt that cheap immigrant labor lowered American wage standards and that in some cases immigrants took jobs away from the American citizen.

Bigotry and prejudice in some cases played a part in encouraging anti-immigration legislation.

A feeling developed that unemployment in America would be curbed if restrictions were imposed on immigration.

Debate:

-Select four students, asking each to do research and to debate before the class on the topic: "Resolved that restricting immigration to the United States is in the best interests of our country."

Graph-comparison:

-Use the two graphs included as resource material in the Appendix.

Appendix B, "Graph Showing Total Immigration to the United States."

Appendix A, "Graph Showing Mexican Immigration to the United States, 1900-1965."

-Graphs may be prepared for use in the following ways:

Make transparencies for overhead projector from the graphs in the Appendix.

Assign a student to make copies of these two graphs on large-size construction paper or wrapping paper.

Make copies of these two graphs on chalkboard.

-Discuss the following:

Reasons for the rise in Mexican immigration and the drop in total immigration during the World War I years.

Why there was a drop in immigration to the United States in both charts during the 1920's and the 1930's.

Conditions that led to the high rise in Mexican immigration to the United States during the post-World War II period.

Why braceros are not included in the graph.

PROBLEMS OF THE IMMIGRANT AND THE MEXICAN-AMERICAN

Specific Purpose:

To examine the problems encountered by the Mexican immigrant. To realize that some of these problems are also common to other immigrant groups.

References:

Guides: A Guide for Teaching United States History 1-2, Grade XI.
A Guide for Teaching United States History, Grade 8.

Texts: Bragdon-McCutchen, History of a Free People, pp. 322, 391.
Muzzey-Link, Our American Republic, pp. 405-7.
Casner, et al, Story of the American Nation, pp. 486, 555.

Resource Information:

Assimilation

The problems encountered when two different cultures meet are many and varied. The immigrant arrives with a set of attitudes, habits, customs, and values that are likely to be different from his new environment. The basic problem appears to be one of harmonizing this cultural background with a second culture. There are, however, many forces that tend to suppress, destroy, or ridicule the immigrant's cultural heritage to the extent that this heritage varies from an "American" culture.

The case of the Mexican immigrant provides an illustration. In varying degrees, he finds himself at odds because of social and linguistic dissimilarities. Many times his surname, his religion (typically Catholic), or the color of his skin adds another obstacle.

Immigrants to America from all over the world have experienced similar problems. The Irish, the German, and the southern European immigrants have felt antagonism directed at them in varying degrees. In 1849, the Order of the Star-Spangled Banner was formed (also known as the "Know-Nothing Party" due to its secretiveness). The purpose of this organization was to foster rigid naturalization and immigration laws, as well as deportation of alien paupers; it also sponsored literature that aroused emotions against "foreigners," their ways, and/or their religion. The American Protective Association (A.P.A.) was formed in 1887; its goals were also "pro-American" and "anti-foreigner." It fostered prejudice based on a religious bias. The Ku Klux Klan in the early 1920's became a spokesman for the anti-foreigner forces, preaching hate and bigotry.

All of these organizations are a testimonial to prejudice against the very principles upon which our democracy is based. They all preached a "super" patriotism, yet variously denounced Catholics, Jews, various races, and "foreigners."

The importation of Chinese and Japanese laborers to work on the railroad gave rise to prejudice against these Asian people. Western states passed laws that

were discriminatory. (It was not until after World War II that Asians were able to own land in California.) The Immigration Act of 1924 discriminated against the Asian. By this law any one not eligible to become a citizen was not eligible to immigrate to the United States. The Japanese felt that this was an act of prejudice directed at them. They felt so strongly about it that they declared a national day of humiliation when this act became law.

Thus with the formation of groups to actively oppose "foreigners," and passage of national, state, and local laws that directly restricted their entry and indirectly supported prejudice, the problem of assimilation became even more difficult.

Although these hate groups were very vociferous, it was fortunate that they represented only a small minority. The fundamental principles upon which our democracy is based was, and is, our strongest bulwark against hate and bigotry. Much has been done; there is much to do. Many first and second generation sons and daughters of immigrant stock overcame their handicaps and became accepted as fellow Americans.

Housing

The newly-arrived immigrant sought refuge among his fellow countrymen. The result was that nationality groups generally tended to settle in certain states and in specific areas within that state. Many major cities have their Polish sections, Italian sections and so on. Often the newcomer came to this country practically penniless and his low economic status forced him to settle in these less-desirable sections of town, jammed together in poor housing, under intolerable living conditions. These ghettos and slums often formed the core of immigrant populations.

The Mexican immigrant settled in the "barrio" (term used to indicate the section of the city which was predominately populated by Mexicans). Here he was surrounded by his native culture. At first this was the main reason for living in the barrio. Soon it became a refuge from the "polite" non-acceptance encountered on the "outside." Restrictive covenants and discrimination also served to perpetuate the barrio.

The post-World War II era saw a marked change taking place. Many GI's in the barrio took advantage of Federal housing programs to buy homes in other sections of the community. The World War spirit of unity and the mutual sacrifice of all Americans served to open up opportunities for better housing. The picture thus became one of movement out of the barrio by former servicemen. In turn, new United States labor demands and a desire for opportunity brought in new immigrants to the barrio. With these new immigrants, a new cycle of problems began.

Education

In our society, education is a basic necessity. The full potential of an individual's contribution to society is sacrificed when he is denied adequate educational opportunities. Some of the problems faced by the immigrant in acquiring an education are:

1. Language. Many schools have no provisions for preparing the non-English speaking student for entry into an English-speaking society.

2. Inadequate facilities. In some areas, the schools for the immigrant section lack physical school plant equipment necessary for learning. Because the immigrant tends to settle in older and poorer sections of the city, the schools in these areas may also be old and inferior.

3. Socio-economic status. The environment many times contributes to negative attitudes toward education. This in turn will limit the ability to take advantage of opportunities for self-improvement.

4. Different culture. The difference in culture could mean a divergence of values, attitudes, habits, and mores that make adjustment a serious problem. The views on family relationships and religion also might come in conflict with a new culture. The situation is one in which some of the immigrant's native culture is preserved and a new culture blended, as he takes on some of the features of his adopted land. Many well-meaning educators feel it is their duty to "Americanize" the immigrant student and thus inadvertently belittle or try to obliterate the culture that the immigrant child possesses. The child becomes confused and may even turn his back on his immigrant culture. He will become further frustrated if his newly-adopted culture rejects him. The school is the key to many solutions of the immigrant child.

5. Dropout. The problem is one which might be the cause of any one or more of the points just mentioned. Our society loses a valuable human resource when an individual, for various reasons, does not develop to the fullest extent of his potential capacity.

Employment

Employment is closely allied to education. The immigrant was used in non-skilled work that drew low pay. His children, however, with proper education might be able to improve their socio-economic position. The immigrant's child found success by becoming a contributor to American society, and our nation found strength in the diversity of its people. The education and competence of the job applicant is of great importance, but the prejudices of the employer may keep the applicant or employee from realizing his full potential.

Suggested Activities:

Discussion:

-Note references previously listed for background material.

-Give emphasis to the following ideas:

Immigrants tended to concentrate in areas that were populated by their countrymen.

Many immigrants were poor and unskilled, and employment that was open to them was restricted to the poorer-paying jobs.

Their low socio-economic status forced them to live in the poorer sections of the community.

Their language and culture caused problems in assimilation.

Specific problem areas were communication, religion, ethnic differences, housing, education, and employment. The specific problems varied, according to the nature of the immigrant group.

Resource speaker:

-Have resource speaker (see Appendix C at end of unit) talk to the class on current problems of the Mexican immigrant.

-Discuss these problems and compare with problems of other immigrant groups.

Reading selections:

-Read excerpts from The Uprooted by Oscar Handin, found in Avenues to America's Past by J. S. Bowes (U. S. History 1-2 supplementary textbook reading list).

-Read excerpts from How the Other Half Lives by Jacob A. Riis, found in A Sense of the Past; Readings in American History (U. S. History 1-2 supplementary textbook reading list).

-Give emphasis to ideas listed under "Discussion" above.

Films:

-See Appendix D for films to give emphasis to ideas listed under "Discussion" above.

CONTRIBUTIONS TO AMERICAN CULTURE

Specific Purpose:

To understand how our country has developed and prospered due to the contributions of its many and diverse people and their cultures.

References:

Guides: A Guide for Teaching United States History 1-2, Guide XI.
A Guide for Teaching United States History, Grade 8.

Texts: Bragdon-McCutchen, History of a Free People, pp. 321, 385-86, 395-96, 433.
Muzzey-Link, Our American Republic, pp. 404-6, 418.
Casner, et al, Story of the American Nation, pp. 533-37.

Reference Information:

Southwest Heritage

Contributions of the Spanish and the Mexican have been previously covered. Only a few recall items will be mentioned.

The Spanish and Mexican culture flourished before the Americans acquired the Southwest as a result of the Mexican War. Historical monuments and markers are found throughout the Southwest, indicating a history steeped in the culture of the Spanish and the Mexican. Spanish names of cities, rivers and other geographical locations remained. The Roman Catholic religion played a very important role in the history of the area.

Industry and Agriculture

Industry has felt the contribution of the Mexicans. Canneries, railroads, mills, factories, and mines all used Mexican labor. The barrios in Kansas, Michigan, Pennsylvania, and Minnesota, as well as in the Southwest, provided a labor pool for industry.

Agriculture also relied on the Mexican and the Mexican-American; the growing of flowers, vegetables, and staple crops benefited from their labor.

Language

Many Spanish words have become a part of our vocabulary, including: canyon, adobe, bronco, pueblo, fiesta, rodeo, palomino, poncho, lariat, mesa, and lasso.

Architecture

The Southwest is filled with examples of the Spanish and Mexican influence in architecture. Homes have been designed to carry out this motif. The physical structures and the surrounding landscape all emphasize this influence.

Cultural Arts

Music, dances, cuisine, arts, and crafts of Mexico have all found a place in America. The distinctive flair of Mexican cultural arts has been adopted and adapted by our country.

<u>Suggested Activities</u>:

Study Print:

-Use study print series "From Foreign Lands" (see Appendix D). Feature the various prints entitled "Immigrants' Contributions." Supplement with "Contributions of the Mexican Immigrant."

Films:

-Show film "We Came to America" or "Immigration in America's History." (See Appendix D.)

-In class discussion, review contributions and include those of our neighbors to the south.

Filmstrips:

-Use filmstrip "Land and the People." Review contribution of various immigrant people and add the contributions of the Mexican immigrant.

THE MEXICAN-AMERICAN ROLE IN RECENT WARS

Specific Purpose:

To understand that the Mexican-American has participated in America's wars, but his participation has not been generally recognized.

To examine the effects of World War II and the Korean War on the returning Mexican-American war veteran.

Major Understanding:

The Mexican-American, together with his other fellow Americans, fought to preserve our ideals of the democratic way of life.

References:

Guides: A Guide for Teaching United States History 1-2, Grade XI, A Guide for Teaching United States History, Grade 8

Resource Information:

Americans have been confronted with wars throughout history. Many have fought and died in meeting the challenge. As an American citizen, the Mexican-American was asked to share with his fellow countrymen the burdens of war.

In World War II and the Korean War, seventeen Mexican-Americans were awarded out nation's highest military award, the Congressional Medal of honor. Many were also awarded the Distinguished Service Cross, the Silver Star, and the Bronze Star for gallantry in action.

Private Jose "Joe" Martinez was born in Taos, New Mexico, on July 20, 1920. He was the first Mexican-American in World War II to receive the Congressional Medal of Honor and the first draftee enlisted man in the Pacific theatre to be accorded this honor. He gave his life for his country in the battle of Attu in the Aleutian Islands. An official government publication describes the act of bravery as follows:

> Private, Company K, 32nd infantry division. On Attu, Aleutians, 26 May, 1943. For conspicuous gallantry and intrepidity above and beyond the call of duty in action with the enemy. Over a period of several days, repeated efforts to drive the enemy from a key defensive position high in the snow-covered precipitous mountains between East Arm Holtz Bay and Chichagof Harbor had failed. On 26 May, 1943, troop dispositions were readjusted and a trial co-ordinate attack at this position by a reinforced battalion was launched. Actually successful, the attack bogged down. In the face of severe hostile machine gun, rifle, and mortar fire, Private Martinez, an automatic rifleman, rose to his feet and resumed his advance. Occasionally he stopped to urge is comrades on. His example inspired others to follow. After a most difficult climb, Private Martinez eliminated resistance from part of the enemy position by BAR (Browning Automatic Rifle) fire and hand grenades,

thus assisting the advance of other attacking elements. This success only partially completed the action. The main Holtz-Chichagof Pass rose about 150 feet higher, flanked by steep rocky ridges and reached by a snow-filled defile. Passage was barred by enemy fire from either flank and from tiers of snow trenches in front. Despite these obstacles, and knowing of their existence, Private Martinez again led troops on and up personally silencing several trenches with BAR fire and ultimately reaching the pass itself. Here, just below the knife-like rim of the pass Private Martinez encountered a final enemy-occupied trench and as he was engaged in firing into it he was mortally wounded. The pass, however, was taken, and its capture was an important preliminary to the end of organized hostile resistance on the island.

Victory over Germany and Japan meant returning home. To the Mexican-American it meant leaving the service where he had been accepted on his individual merit, and returning home where he feared he would be treated again as an outsider. His fears were short-lived, for he found himself greeted as a hero. As a veteran he was eligible for G.I. benefits that made it possible to purchase a home and further his education. The returning veteran found that the country recognized his right to share in the blessings as well as responsibilities of a first-rate citizen. Ex-servicemen acquired an education and found a position in the professions, or if they went directly to work, found new job opportunities open to them.

Many veterans became active in community affairs and organized to improve the status of their ethnic group, which for various reasons, had not previously participated actively in community affairs. At the same time, they retained pride in their heritage.

During the Korean conflict, our country's call to duty was answered by all Americans. Casualty lists from the front were sprinkled with Americans with Spanish surnames. The Mexican-American fought with valor alongside his fellow Americans. Again the former received a goodly share of America's highest military honors (Appendix E).

The United States has again become involved in another conflict, now in Vietnam. Reports of action and casualties again show the multicultured composition of America's fighting men.

Suggested Activities:

Read Congressional Medal of Honor Citation honoring Pvt. Jose "Joe" Martinez.

Emphasize:

-The act of heroism described.

-Congressional Medal of Honor awards to other Mexican-Americans.

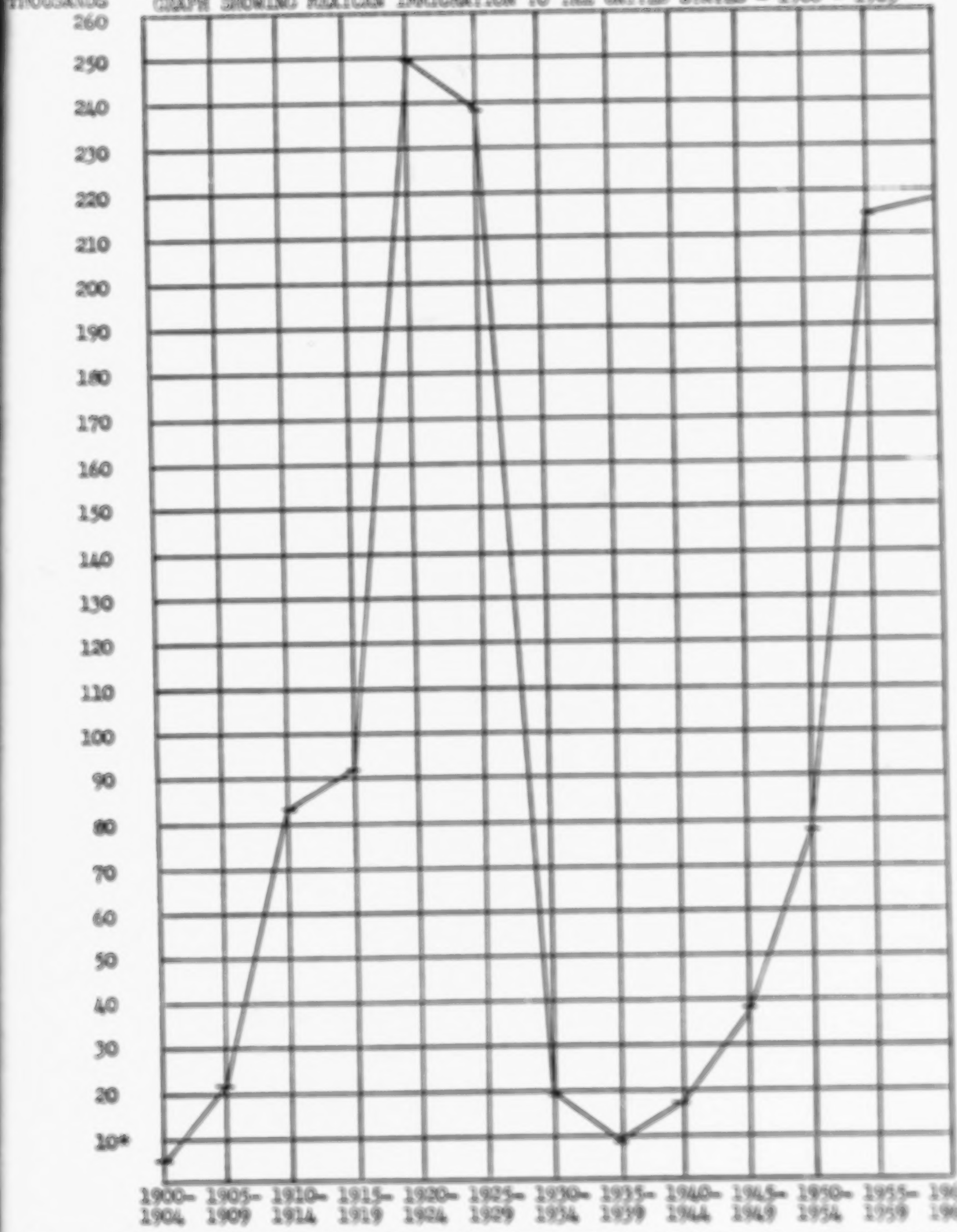
-Other ethnic minority groups that have displayed loyalty and heroism.

-Expectations of those who have fought and risked their lives fighting for our democratic ideals.

APPENDICES

Appendix A

GRAPH SHOWING MEXICAN IMMIGRATION TO THE UNITED STATES - 1900 - 1965

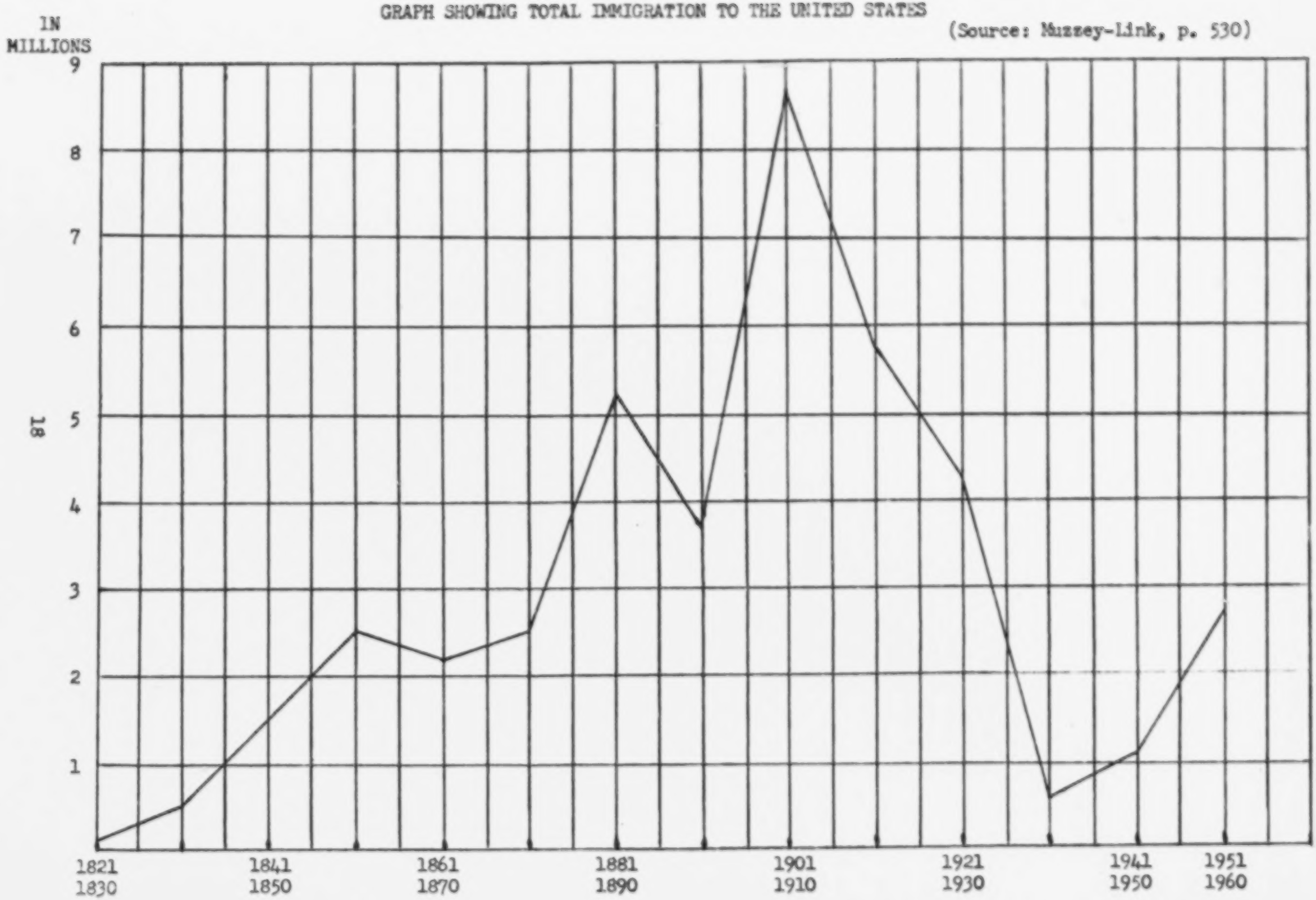


Source: Grebler, Leo, "Mexican Immigration to the United States: The Record and Its Implications" Mexican-American Study Project, University of California, Los Angeles, 1

Appendix B

GRAPH SHOWING TOTAL IMMIGRATION TO THE UNITED STATES

(Source: Muzzey-Link, p. 530)



Appendix C

RESOURCE INFORMATION AND RESOURCE SPEAKERS

The following organizations are active in promoting the acculturation of the Mexican-American and are a source for further amplification of the problems of the Mexican-American:

G. I. Forum
Veterans of Foreign Wars, San Diego Post
IMPACT (Involvement of the Mexican Population in Active Community Tasks)
Association of Mexican-American Educators
Mexican-American Advisory Committee

These organizations may be contacted by calling Mr. Larry Montoya, Director, Community Information and Development Center, 908 "A" Avenue, National City, California, phone 474-2232.

Appendix D

AUDIO-VISUAL AIDS

Films

"Are You a Citizen?" (30 min., J through A). Traces the life of a Polish immigrant couple from their arrival in New York through their naturalization ceremony. Explains rights and duties of an American citizen and step-by-step method required to achieve citizenship.

"Immigration" (10 min., S and J). U.S. immigration from colonial times to the present. Explains where immigrants came from, when, and why.

"Immigration in American History" (Col., 11 min., S through A). Major waves of immigration from early Seventeenth Century to present in their historic, economic, and sociological contexts. Causes for immigration, occupational and settling patterns, and contributions of each group to the growth and development of America.

"New Americans" (19 min., S through A). Stresses contributions of refugees to this country. Explains process from immigrant to citizen. Refugees who have become distinguished citizens are heard.

"We Came to America" (Col., 15 min., I through A). Pictures the various ancestoral backgrounds of the American people and illustrates their contribution to our culture from political philosophy and national characteristics to specific items.

Filmstrips

325.73 "Land and People." A brief review of immigration to America, problems and contributions to our country.

Study Prints

321.82 "American Citizenship" (4 prints). How an immigrant becomes a naturalized citizen.

"From Foreign Lands" (41 prints). The immigrant--why, where, and when he came to America. How he became a naturalized citizen and the contributions of the immigrant to America.

Appendix E

CONGRESSIONAL MEDALS OF HONOR AWARDED MEXICAN-AMERICAN SERVICEMEN: WORLD WAR II AND KOREA

1. Pvt. Jose P. Martinez, Attu, Aleutians, May 25, 1943 (awarded posthumously).
2. S/Sgt. Luciano Adams, St. Ore, France, October 28, 1944.
3. S/Sgt. Macario Garcia, Grosshau, Germany, November 20, 1944.
4. Sgt. Jose M. Lopez, Krinkelt, Belgium, December 17, 1944.
5. Pvt. Jose F. Valdez, at nineteen years of age, one of the youngest to be awarded the nation's highest military honor, Rosenkrautz, France, January 28, 1945 (awarded posthumously).
6. Pvt. Cleto Rodriguez, Manila, Philippine Islands, February 9, 1945.
7. Pvt. Manuel Perez Jr., Fort William McKinley, Luzon, Philippine Islands, February 13, 1945 (awarded posthumously).
8. Pfc. Silvestre Herrera, Mertzwiller, France, March 15, 1945.
9. S/Sgt. Ysmael Villegas, Villa Verde Trail, Luzon, Philippine Islands, March 20, 1945 (awarded posthumously).
10. Pfc. David Gonzales, Villa Verde Trail, Luzon, Philippine Islands, April 25, 1945 (awarded posthumously).
11. Sgt. Alejandro Ruiz, Okinawa, Ryukyu Islands, April 28, 1945.
12. Pfc. Eugene A. Obregon, Seoul, Korea, September 26, 1950 (awarded posthumously).
13. Sgt. Joseph C. Rodriguez, Munye-ri, Korea, May 21, 1951.
14. Cpl. Rodolfo P. Hernandez, Wontong-ni, Korea, May 31, 1951.
15. Pfc. Edward Gomez, Kajon-ni, Korea, September 14, 1951 (awarded posthumously).
16. CPO. Benito Martinez, Satae-ri, Korea, September 6, 1952 (awarded posthumously).
17. Sgt. Ambrosio Guillen, Sanguch-on, Korea, July 25, 1953 (awarded posthumously).